

**The Report of the
Accreditation Visiting Team**

**Tooele High School
301 West Vine Street
Tooele, Utah 84074**

April 19-20, 2006



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Tooele High School
301 West Vine Street
Tooele, Utah 84074**

April 19-20, 2006

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 19-20, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Tooele High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principals Michael Westover and Kendall Topham are also commended.

The staff and administration are congratulated for their desire for excellence at Tooele High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Tooele High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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TOOELE HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Kendall Topham..... Principal
Danny Hal Strain..... Assistant Principal
Gailynn Warr Assistant Principal

Counseling

Julie Busico..... Lead Counselor
Johnanna Leonelli Counselor
Felix Moreno..... Counselor
Mary Murphy Counselors
Richard Valdez Counselors

Support Staff

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Leslie Baird	Donna Green	Melissa Salazar
Dawna Belnap	Linda Hansen	Georgette Shosted
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Dennis Workman
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David Zheng

TOOELE HIGH SCHOOL

MISSION STATEMENT

Tooele High School staff members are committed to following the district mission statement, which is to provide high quality instruction in every class throughout every day of the school year.

More specifically, Tooele High School staff members and students are committed to following the school mission statement, which is:

Teamwork – working together

Opportunity – making a difference

Ownership – being accountable

Encouragement – showing optimism

Life-long Learning – seeking knowledge

Excellence – striving for the best

BELIEF STATEMENTS

More specifically, Tooele High School staff members and students have defined the school mission statement (T.O.O.E.L.E.) into the following belief statements:

Teamwork – working together:

1. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
2. Students, families, and educators alike share the responsibility for helping students be successful.
3. Educators need to promote opportunities for all those who have a stake in the success of the school to work together to advance the school's mission.

Opportunity – making a difference:

1. A safe and physically comfortable environment promotes student learning.
2. Exceptional students (i.e., special education, English language learners, gifted and talented) require special services and resources.

3. Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.

Ownership – being accountable:

1. Teachers and students are both accountable for learning and student achievement.
2. Students need a variety of opportunities to demonstrate understanding of essential knowledge and skills; they also need to be actively involved in solving problems and producing quality work.
3. The school's success is measured only by the individual success of each student.

Encouragement – showing optimism:

1. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
2. Students learn to make appropriate decisions given a supportive and challenging learning environment.
3. Cultural diversity can increase students' understanding of different peoples and cultures.

Life-long Learning – seeking knowledge:

1. All students can learn.
2. Students learn best when applying instruction in meaningful contexts.
3. Students learn best when they are actively engaged in the learning process.

Excellence – striving for the best:

1. Student learning is the chief priority of the school and the primary focus of all decisions impacting the work of the school.
2. Challenging expectations increase individual student performance.

The commitment to continuous improvement is imperative in helping students to become confident, self-directed, life-long learners.

MEMBERS OF THE VISITING TEAM

E. Ann Adams, Davis School District, Visiting Team Co-Chairperson

Verneita R. Hunt, Crestview School, Granite School District, Visiting Team Co-Chairperson

Susan Hodson, Canyon View High School, Iron County School District

Margery Parker, West High School, Salt Lake City School District

Janice Jones Schroeder, Salt Lake City School District

VISITING TEAM REPORT

TOOELE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Tooele High School was originally built in 1913 to serve the rural, farming, and military populations of Tooele County. Over the past ten years, the community has experienced tremendous growth. As a result, the student population at the school has become much more diverse as a new “bedroom” community of Salt Lake City has emerged.

In an attempt to accommodate the ever-increasing student population, the original building was demolished two years ago and a new, larger school was constructed. Currently, the school serves the entire southwestern part of Tooele County including Tooele City. Students are also bussed in from the communities of Erda, Rush Valley, Stockton, Stansbury Park, and Lake Point.

a) *What significant findings were revealed by the school's analysis of its profile?*

Tooele High School is by far the largest school in the district, serving a population of nearly 1,768 students enrolled in grades 9-12. Almost 84 percent of the student body is of white ethnicity. The predominant subculture is Hispanic, comprising almost 11 percent of the student population. Of the remaining 5 percent of the students, 2 percent are Native American, almost 1.5 percent are African American, .08 percent are Pacific Islander and .07 percent are Asian.

The school profile data reveal some significant challenges for the Tooele High School community. First, it is noted that nearly one-third (32.72 percent) of students are on free or reduced-price lunch. Second, about 9 percent of the school population receives special education support and nearly 1.5 percent of the students at Tooele High School are on a 504 plan of assistance. A further concern is that English language learners (ELLs) make up 5.5 percent of the student population.

Varieties of data sources reveal that students at Tooele High School are making AYP (adequate yearly progress) as prescribed by the federal government in language arts and math, and are performing at levels consistent with state and district averages. In addition, students enrolled in science courses, particularly in the area of physics, perform especially well on state assessments.

It was noted, however, that pre-algebra and algebra performance levels on the CRTs are somewhat lower than the state’s average. In addition, college entrance exam (ACT) results for the past five years have been reported as being slightly

lower for Tooele High School as compared to other high schools in the state in all academic categories.

The survey data further indicate that students, staff, and parents feel welcome at the school. The Visiting Team noted the positive, safe, and friendly climate that appears to exist at the school. It is evident that Tooele High School offers an open and inclusive environment for all students, regardless of cultural, economic or social background. Although student behavior referrals and attendance records reveal nothing out of the ordinary, a major concern identified by all groups surveyed is the potential substance abuse problem in the community, which might have a negative impact on the school.

b) What modifications to the school profile should the school consider for the future?

Data contained in the school profile was complete and pertinent to understanding the demographics, perceptions, and academic progress of the students at Tooele High School. While the information included in the profile section was shared with department chairs and focus group leaders for discussion in small groups with colleagues, there was little evidence that school profile data was widely shared, analyzed, or discussed.

The Visiting Team recommends that the staff at Tooele High continue to gather, disaggregate, and share data to determine who is learning and who is not, to adequately assess student progress, and to align instructional practices to this end.

A summary section to assist in interpreting data in the school profile might be added to the end of the profile section. This would help give all staff members a clearer understanding of the school's data and its implications for teaching, learning, and classroom instruction.

Suggested Areas for Further Inquiry:

- The school profile should be expanded to include multi-year data and information (as opposed to a narrow focus on the 2004-05 school year) to enable stakeholders to examine longitudinal progress, trends, or themes and that exist in the data.
- Tooele High School is encouraged to further disaggregate data relating to minority populations and ESL students and to more closely track numbers of students from each of these groups being served by the school's Special Education Department.
- The school should consider disaggregating data to describe mobility rates and the relationship to include ethnic minority students and other risk factors.

- The school should continue to implement student-centered programs based on the specific needs of students in areas of academic support, attendance, and classroom performance.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

It is evident that the teachers and the administration at Tooele High School have been actively involved in the self-study process. Every staff member either served as a member of one of the focus groups or was involved in his or her department's analysis of curricular and instructional practices. It is evident that all faculty and staff members have given input in the crafting of a mission statement, designing a set of beliefs that support it, and aligning a set of DRSLs (desired results for student learning) to support the current needs of students.

Even though the students were not fully involved in the process, it was evident that they are familiar with the DRSLs and can articulate their importance in classroom settings throughout the school.

Although parents were invited to participate in the various aspects of the self-study process, time constraints and other commitments have prevented high levels of involvement.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study was somewhat limited as a result of the school profile information being gathered and analyzed by the previous principal. The information contained in it was appropriate; however, patterns in demographics, student learning, and other evidence of progress was not adequately shared and disseminated with the stakeholder groups. As a result, the entire school community is not aware of the positive programs and variety of supports that are currently being implemented at the school. In short, the report does not fully represent all of the purposeful work that is occurring at the school.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Tooele High School's desired results for student learning are as follows:

1. **Teamwork:** Students will demonstrate the ability to communicate and collaborate with others for the benefit of the organization.
2. **Ownership:** Students will demonstrate the ability to take personal responsibility for their own actions, both positive and negative.
3. **Opportunity:** Students will demonstrate the ability to think critically about their futures, plan for success, and act in accordance with their plans.
4. **Encouragement:** Students will demonstrate school spirit and the willingness and ability to serve others.
5. **Life-long Learning** Students will demonstrate the ability to use literacy and critical thinking skills to make life meaningful and happy.
6. **Excellence:** Students will achieve success in academics and/or extra-curricular activities so that they are happy, employable, and responsible citizens after high school.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The Visiting Team found there was a collaborative process to build the mission, beliefs, and desired results for student achievement (DRSL), thus creating ownership and support. At a retreat during the summer, one teacher created the initial acronym, then there was a whole group effort in refining and completing the mission, beliefs, and DRSLs.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The mission, beliefs, and DRSLs all reflect pride and commitment to student achievement. The Visiting Team found, through discussions with teachers and administrators, the school is committed to positive student achievement through fully implementing their belief system into daily instruction.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The Visiting Team found the mission and beliefs to be completely aligned with the DRSLs. All of them are written with the TOOEELE acronym and are expanded according to specific theme. The Visiting Team recommends that the Tooele High School administration and staff create a tracking system for data and a way to assess student progress of DRSLs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The Curriculum Development Focus Group assessed the quality level of the school's classroom curricula according to the NSSE-based teacher survey, and through discussions with staff and among the focus group.

The Visiting Team found strong evidence that individual classroom curricula are clearly defined and linked with both the district standards and the State Core via the curriculum mapping process. Individual teachers have been trained in vertical alignment, and the Math and Business Departments have completed alignment of their department coursework. Department chairpersons gave excellent examples of inter-disciplinary instructional units that serve to reinforce student skills across content areas.

In the focus group report, concerns were voiced regarding use of a common format for curriculum mapping and to align curricula throughout the school, both vertically and laterally within each department. Discussions with teachers and department chairs validated reservations about the lack of a systematic formal review and curriculum alignment of within the school.

Future Curriculum Focus Group action plans should address the aforementioned concerns through school-wide curriculum development efforts.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The intent of the DRSLs in the school improvement process is to provide a collective vision for student learning. This collective vision should provide a unifying goal for curriculum and instruction that transcends individual courses and departments, affecting all classrooms and overall school climate. Ideally, the influence of the DRSLs should not only be substantiated throughout department plans, but serve as a determinant in focus group strategies. Tooele High School selected three DRSL goals to implement over the next three years: ownership, opportunity, and lifelong learning.

There is evidence of some consideration of the desired results for student learning within each department report. However, the application of these DRSLs appears to be selective and random. Some departments followed the school plan and developed articulate action plans for implementing the three selected DRSLs. Other departments selected different DRSLs to implement, and some departments merely listed the school DRSLs in their reports.

Tooele High should develop a cohesive school-wide plan for uniform implementation of the DRSLs. It is commendable that the department reports do discuss varying applications of the DRSLs. Future department and focus group discussion and planning should continue to determine how the three selected DRSLs will be implemented, what indicators will be used to measure student learning, and how the departments will know that these desired results will be reached.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Visiting Team observed that Tooele High School uses a variety of curriculum and strategies to actively engage student learning experiences. Teachers were observed using whole group discussion, cooperative groups, academic projects, portfolios, demonstration (both student and teacher), hands-on activities, discovery, and many other types of instructional designs. Teachers spend time during collaborative curriculum design meetings to create a wide variety of strategies that actively engage students in learning.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Teachers were observed using a variety of instructional strategies. Students with special needs were given options and were accommodated in their learning. When interviewed, students were excited about learning at Tooele High School. They said their teachers used a variety of curriculum strategies and taught to all

kinds of learners. Parents also felt that teachers used a variety of strategies with students of all learning styles.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The administration of Tooele High School has provided a huge chunk of time to help teachers collaborate and receive professional development to move toward using research-based, best instructional practices. Teachers have been meeting together for cooperative professional development throughout the school year. Their focus is on learning the best strategies and using a wide variety of strategies to help all students.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

The Visiting Team observed that Tooele High School uses a variety of assessment tools to measure student achievement, including the Utah Core Criterion-Referenced Tests (CRTs), Iowa Tests, CTE Skills Certification Testing, and the Utah Basic Skills Competency Test. Students are given course disclosures at the beginning of the year that clearly outline teacher expectations for successful learning. A variety of assessment tools are used in the classroom, including portfolios, projects, and presentations.

Unity among departments to align testing and make use of the data generated will increase as the accreditation process is continued.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Teachers have spent the last year working with *Understanding by Design* to aid in the development of teacher-created assessments that accurately reflect student learning. Classroom instruction and assessment are directly correlated to the State Core Curriculum. Tooele High teachers have developed rubrics which define the purpose of the concepts being taught and the level of achievement attained by students.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The Visiting Team observed a variety of assessment techniques being used in the classroom in order to respond to a wide range of student learning styles. Accommodations and differentiation are in place for those who require additional

assistance in all areas of education. Testing coordinators are trained to issue standardized tests appropriately. It appears that assessments are designed, developed, and used in a fair and equitable manner.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The Visiting Team found that Tooele High School's administration promotes a highly positive academic learning environment for students and staff. The teachers and staff members highly complimented the principal and assistant principals for their support and trust in the teachers' professional work. Professional development is a focus during faculty and department meetings throughout the year. Teachers feel they are allowed to teach, which builds trusting relationships.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The Visiting Team found that the collection, disaggregation, and sharing of school-wide data is just beginning. It is recommended that this process continue.

Within departments, the Visiting Team found the collection and sharing of academic data has been going on for several years. Teachers are continually encouraged to look at and analyze student test data, as well as other pertinent data for academic achievement. It is recommended that this process be broadened to include school-wide data that will expand the viewpoint from which teachers look at their students' achievement.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The Visiting Team observed that Tooele High School's leadership and teachers are just beginning to monitor student progress on a school-wide basis. Their assessment system is extensive and comprehensive, but the staff is encouraged to continue this process and include discussions across departments and throughout the school to achieve higher student learning.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team observed that the leadership of Tooele High School is focused on ensuring that the management of operations, organization, and resources of the school is consistent with keeping the students safe and providing an efficient and effective learning environment. There has been monthly, teacher-centered professional development that focuses on research-based teaching strategies. There are plans for this process to continue into the foreseeable future. Data also shows that the resources are being focused to create a safer, more organized physical environment for the community. The Growth Committee is assessing the wide range of possibilities for the expected growth that will take place next year. They are creating a plan for implementation.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The Visiting Team found that all school and district resources, Trust Lands funds, and School Improvement funds are devoted to improving student achievement. Resources are in place to create an assessment system for the DRSLs, thereby extending the effectiveness of teaching at Tooele High School.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Visiting Team observed that the leadership and staff of Tooele High School have included parents and students in the process of self-evaluation. Although this has been very good, the leadership and staff are committed to making a more concentrated effort to include the community and students in all aspects of the school environment.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team found the Tooele High School faculty, counselors, and administration have a system in place that supports the school improvement plan through a comprehensive and ongoing action plan that includes community members and students. During the 2006-2007 school year, Tooele High School will have a significant student increase. Knowing this, the school has created a committee that is studying the effects of population expansion for the future. In this committee, there exists a climate and atmosphere of teamwork and collaboration among community, students, and staff. The committee's ultimate goal is designed to focus on student improvement. Its members have a vision of

the tools necessary to reach all students at all levels with an eye to the future as Tooele's population grows and becomes more diverse.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The Visiting Team observed a strong commitment among the Tooele faculty to supporting continuous change and improvement. There is evidence that the school and community members are supportive and aware of the benefits of change. Through interviews, the Visiting Team found evidence of a high level of support for change, with the collective expertise and experience of the teachers being used effectively to support student learning.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The Visiting Team found that the Tooele High School faculty, counselors, and administration have in place a system that supports school improvement through comprehensive and ongoing professional development programs that focus on the school's goals for improvement. While some of the professional development programs are district-wide and focus on the performance expectations for the staff and on contributing to the achievement of the district's goals for improvement, most of the professional development programs are designed to facilitate the acquisition of new knowledge and skills by all staff members at Tooele High. There exists a climate and atmosphere of teamwork and collaboration among staff members. They have a vision of the tools necessary to reach all students at all levels with an eye to the future as Tooele High School's population grows and becomes more diverse.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The Visiting Team observed a strong commitment among the Tooele faculty to supporting continuous change and improvement. There is evidence that the school and community members are supportive and aware of the benefits of change. Through interviews, the Visiting Team found evidence of a high level of support for change, with initiatives that would likely succeed as the collective expertise and experience of the teachers are used effectively.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Tooele High School's instructional and organizational practices, as well as its policies and procedures support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Tooele High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. Tooele High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

Tooele High School's action plan clearly articulates a vision for the future that is directly aligned with the desired results for student learning (DRSLs). The school profile, department analyses, and focus group results provide a solid foundation for future work. Care should be taken to ensure that all stakeholders are involved in the sharing of information as the work progresses to ensure clarity and alignment across academic departments.

The Visiting Team also recommends that the school continue to work toward gathering student data as indicated on the set of rubrics for measuring progress in each of the six DRSL areas identified in the self study (teamwork, ownership, opportunity, encouragement, life-long learning, and excellence).

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

It is clear that the faculty and staff at Tooele High School have been involved with and support the inquiry process involved in the self-study. However, the Visiting Team recommends that **all** stakeholder groups (including parents and students) be involved in the continual process of school improvement.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

Tooele High School's action plan provides a system for assessing school-wide progress and for measuring each of the DRSLs listed. The Visiting Team recommends that the faculty and staff take time to collectively develop a system for addressing, implementing, and monitoring the use of DRSLs in classroom work with students.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the faculty, staff, and school community for their tremendous efforts in completing the self-study. It is evident that the process for school improvement was followed and adhered to by all involved.
- The Visiting Team commends the faculty and staff at Tooele High School for their continued focus on student learning while maintaining a strong positive learning environment where collegiality and respect abounds—despite recent changes in leadership.
- The Visiting Team commends Tooele High School for efforts in establishing and maintaining a strong positive, culture for students and staff members alike. It is evident that the school offers a wide variety of opportunities for students to succeed, to be involved in school activities, and to receive additional support to ensure their success.

- The Visiting Team commends the administration and the leadership team for anticipating future growth at the school and taking proactive measures to address related concerns through additional personnel, structural support, and new teacher support.
- The Visiting Team commends the administration, faculty, and staff on their professional development efforts to improve teaching practices by studying research-based strategies and implementing them into day-to-day practice. The Visiting Team encourages the continuation of this process.

Recommendations:

- The Visiting Team recommends that the entire faculty and staff systematically and collectively review the data presented in the school profile and gather data on a continuing basis to analyze strengths and weaknesses related to student achievement.
- The Visiting Team recommends that all aspects of the school's improvement plan be widely shared with all staff members, faculty, members, and other stakeholders to ensure clarity and understanding of school-wide desired results for student learning (DRSLs) and their continued development, complete with an assessment system.
- The Visiting Team recommends that Tooele High School continue its efforts to increase parental and student involvement in focus groups and strengthen connections with parents and students with regard to the school-wide improvement plan.
- The Visiting Team recommends that the faculty and staff continue to work collaboratively across departments in an attempt to make cross-curricular connections and increase academic relevancy for students at Tooele High School.